

**General Certificate of Secondary Education**

**A244CA**

**Applied Business**

Unit A244: Business and you

**Specimen Controlled Assessment Material**

## INSTRUCTIONS TO TEACHERS

- Please refer to Section 5 of the GCSE in Applied Business specification for instructions on completing controlled assessment tasks.
- Each candidate's Quality of Written Communication is assessed in the section(s) marked with an asterisk (\*).

## Choosing an appropriate context

Candidates will choose **one** job role from a list of five and investigate a range of human resource activities in relation to this role.

An example of the type of job role that will be available now follows.

### **Hair and Beauty Trainee**

DKN Hair Design is continually looking for creative individuals wanting to build a career in Hairdressing and Beauty Therapy to join our friendly and professional team. High quality induction training and further opportunity to train to NVQ level 2 guaranteed.  
Apply to DKN Hair Design, High Street, Manchester, MN5 7HY.

#### **Job description: Hair and Beauty Trainee**

- Schedule client appointments
- Update and maintain customer information records, such as beauty services provided
- Operate cash registers and receive payments from clients
- Keep work stations clean and sanitise tools such as scissors and combs
- Shampoo, rinse and condition hair
- Demonstrate and sell hair care products and cosmetics
- Clean shape and polish fingernails and toenails
- Give facials to clients

#### **Person specification: Hair and Beauty Trainee**

##### **Qualifications and Training**

- Demonstrate willingness to undertake appropriate training

##### **Skills and Abilities**

- Excellent communication skills
- Good time management
- Ability to work in a team
- Ability to be a creative problem solver
- Demonstrate initiative
- Ability to follow instructions
- Able to create rapport with client

##### **Other**

- Able to promote a positive and professional image
- High levels of cleanliness and hygiene

## Tasks

Tasks 1 is to be completed outside of controlled conditions and will not carry any mark tariff.

### Task 1 [30 hours allocated for completion of this task]

#### Research human resources activities

- You must choose a job role and consider the relevant job description, person specification and advertisement.
- You must research the key phases of any recruitment process focusing on the following areas:
  - recruitment documentation – contents and associated good practice;
  - generic/specific skills looked for by employers in relation to chosen context.
- You must research the key phases of any selection process focusing on the following areas:
  - shortlisting process;
  - forms of selection such as interviews and tests;
  - legislation which will impact on the recruitment/selection process;
  - informing applicants of outcome to selection process;
  - induction training.
- You must research the key issues of applying for a more senior position:
  - skills and competencies for a more supervisory position;
  - day-to-day activities connected with a more supervisory position;
  - types of training packages;
  - types of cost and duration of training.

You must compile a bibliography. This must be available for internal assessment and external moderation.

### Task 2 [5 hours allocated for completion of this task]

#### Apply for the post

- You must identify and describe the main activities of the human resources functional area (AO1).

- You must complete application documents for your chosen job role including a CV, letter of application and completed application form (AO2).
- You must discuss why you feel your completed application documents will get you an interview for your chosen job role (AO3).

### **Task 3 [5 hours allocated for completion of this task]**

#### **Getting selected**

- You must identify and describe what makes an effective interview process from the perspective of both employee and employer (AO1).
- You must identify potential interview questions and explain why each would be asked in relation to your chosen job role (AO2).
- You must discuss how legislation will impact on the selection process for your chosen job role (AO3)\*.

\* = This mini task includes assessment of quality of written communication.

### **Task 4 [2 hours allocated for completion of this task]**

#### **Best practice – induction**

- You must design an induction programme which you would expect to be presented to you if you were successful in your application for your chosen job role (AO1).

### **Task 5 [3 hours allocated for completion of this task]**

#### **A promotional opportunity**

Imagine you have been successful in applying for your chosen job role and have been working in the business for a number of years. You think it is now time to consider a promotion within your business to a more supervisory role and are unsure whether you have the skills and competencies required to be successful.

- You must produce a suitable training programme, explaining its key features which will equip you with the added skills and competencies which you will need for a more supervisory job role (AO2).
- You must discuss how your day-to-day activities may change in a more supervisory job role (AO3).

**OXFORD CAMBRIDGE AND RSA EXAMINATIONS**

**General Certificate of Secondary Education**

**APPLIED BUSINESS**

**UNIT A244: BUSINESS AND YOU**

**Specimen Controlled Assessment Mark Scheme**

The maximum mark for this unit is **60**

SPECIMEN

## Unit A244: Business and you

<b>TASK 2</b>				
<b>Assessment objective</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>TOTAL</b>
<b>AO1</b>	Identification and limited description of main activities of the human resources functional area.  <b>1-3 marks</b>	Thorough description of main activities of the human resources functional area.  <b>4-6 marks</b>		<b>6</b>
<b>AO2</b>	The application documents may contain basic generic information but does not meet specific needs of chosen job role.  <b>1-3 marks</b>	The application documents are sound and meet the needs of the chosen job role.  <b>4-6 marks</b>	The application documents are extremely focused and targeted on meeting needs of chosen job role.  <b>7-9 marks</b>	<b>9</b>
<b>AO3</b>	No real attempt to discuss why completed application documents are fit for purpose. Evidence is weak and underdeveloped.  <b>1-2 marks</b>	Sound attempt to discuss why completed application documents are fit for purpose. Evidence shows sound analysis and some initial judgement shown of why application pack will be successful.  <b>3-4 marks</b>	A coherent and in-depth discussion of why application documents are fit for purpose. Evidence shows strong levels of analysis and judgement of why application pack will be successful.  <b>5-7 marks</b>	<b>7</b>

0 marks = no evidence submitted or work submitted does not address assessment objective.

<b>TASK 3</b>				
<b>Assessment objective</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>TOTAL</b>
<b>AO1</b>	<p>Identification and limited description of what makes an effective interview process – may only consider employee or employer perspective.</p> <p><b>1-3 marks</b></p>	<p>Thorough description of what makes an effective interview process – both employee and employer perspectives included.</p> <p><b>4-6 marks</b></p>		<b>6</b>
<b>AO2</b>	<p>The interview questions may contain basic generic information and do not meet the specific needs of the chosen job role. No real explanation is provided. <b>1-3 marks</b></p>	<p>The interview questions are mainly aimed at the chosen job role. Sound explanation of why questions have been chosen.</p> <p><b>4-6 marks</b></p>	<p>The interview questions are extremely focused and targeted on the chosen job role. Detailed explanation of why questions have been chosen.</p> <p><b>7-9 marks</b></p>	<b>9</b>
<b>AO3*</b>	<p>No real attempt to discuss how legislation will impact on recruitment/selection process for chosen job role. Evidence is weak and underdeveloped. Quality of written communication demonstrates limited clarity and coherence with basic use of correct terminology. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <p><b>1-2 marks</b></p>	<p>Sound analysis with some attempt to make valid judgements on how legislation will impact on recruitment/selection process for chosen job role. These judgements are linked to effectiveness and for the most part are realistic. Quality of written communication demonstrates clarity and coherence with appropriate use of correct terminology. There may be occasional errors of grammar, punctuation and spelling but these are not intrusive.</p> <p><b>3-4 marks</b></p>	<p>A coherent and in-depth discussion of how legislation will impact on recruitment/selection process for chosen job role. Evidence shows strong levels of analysis and judgement. Quality of written communication demonstrates clarity, coherence and fluency with effective and confident use of appropriate and correct terminology. There are few, if any, errors of grammar, punctuation and spelling.</p> <p><b>5-7 marks</b></p>	<b>7</b>

0 marks = no evidence submitted or work submitted does not address assessment objective.

\* = This assessment objective includes assessment of quality of written communication.

<b>TASK 4</b>				
<b>Assessment objective</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>TOTAL</b>
AO1	Knowledge of induction programme is limited. Programme lacks detail with only basic understanding shown of key features. <b>1-2 marks</b>	Comprehensive knowledge and understanding shown of induction programme contents. All key features covered. <b>3-4 marks</b>		<b>4</b>

0 marks = no evidence submitted or work submitted does not address assessment objective.

<b>TASK 5</b>				
<b>Assessment objective</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>TOTAL</b>
AO2	The training programme may contain basic generic information and does not meet specific needs of a more supervisory position. <b>1-3 marks</b>	The training programme is extremely focused and targeted on meeting needs of a more supervisory position. <b>4-6 marks</b>		<b>6</b>
A03	No real attempt to discuss how day-to-day activities will change in more supervisory role. Evidence is weak and underdeveloped. <b>1-2 marks</b>	Sound attempt to discuss how day-to-day activities will change in more supervisory role. Evidence shows sound analysis and some initial judgement shown. <b>3-4 marks</b>	A coherent and in-depth discussion how day-to-day activities will change in more supervisory role. Evidence shows strong levels of analysis and judgement. <b>5-6 marks</b>	<b>6</b>

0 marks = no evidence submitted or work submitted does not address assessment objective.